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A cross European perspective on Healthy Eating at School - results and guidelines from a Council of Europe project

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A cross European perspective on Healthy Eating at School

**- results and guidelines from a
Council of Europe project**

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Danish Institute for Food and Veterinary Research/Council of Europe

EU PLATFORM ON DIET, PHYSICAL ACTIVITY AND HEALTH

Life Skills Workshop

Friday, 17 February 2006

Brussels

CYKELPUMPE

Piccolo mini. Længde: 18 cm.

Med reversibel tilslutning til alle ventiltyper.

1 STK. **30⁰⁰**

VÆRKTØJSSÆT

Everybody
grab your
bikes!

CYKELHOLDER TIL 3 CYKLER

Satex - Easyfit Lux.

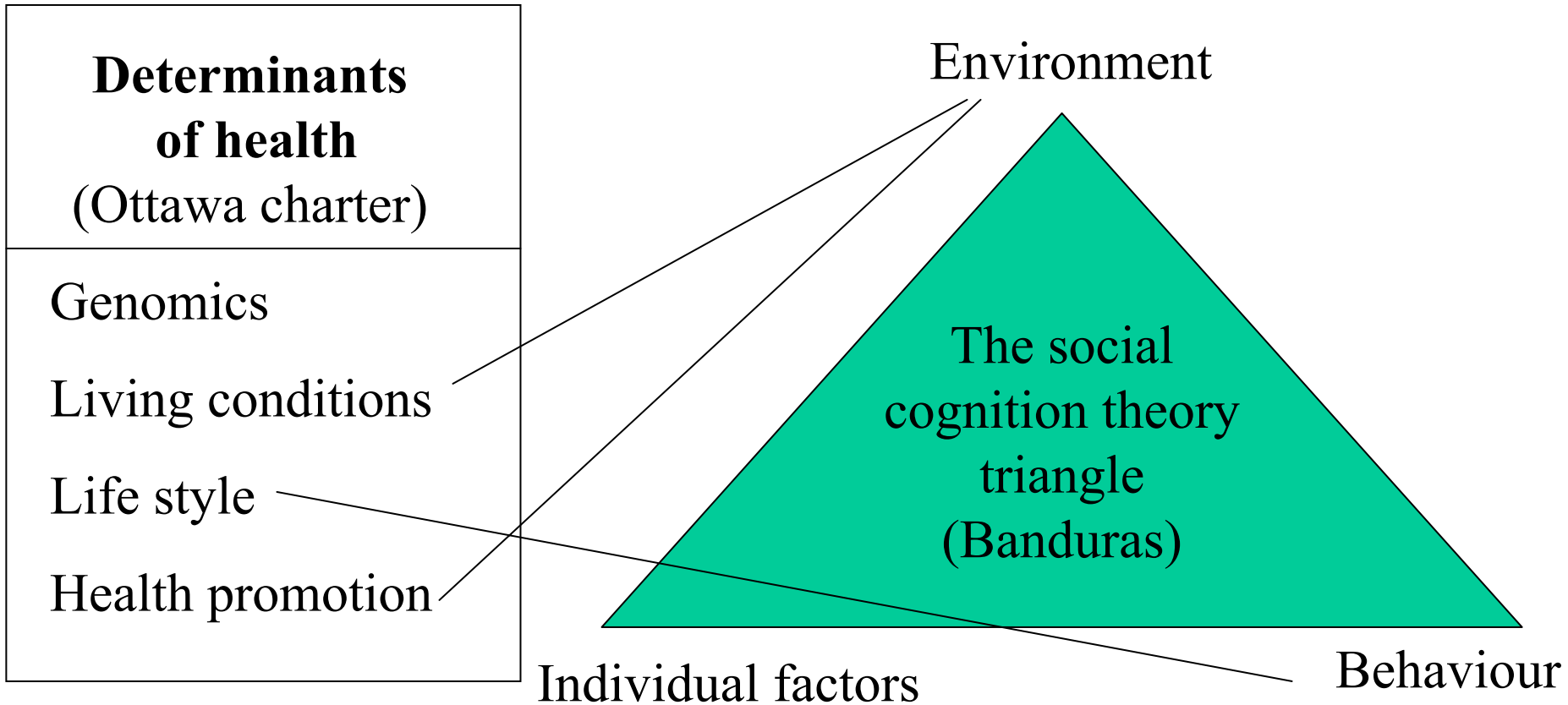
Mulighed for at transportere 3 cykler ad gangen. Rustfrit stål med gummibelægning på "armene". Med krog til montering på bilens kofanger.

1 STK.

179⁰⁰

**SÅ TA'R VI
CYKKLERNE
FREM ...**

Why health promotion at school?



Why health promotion at school

- Children spend a substantial amount of time there
 - 6-8 hours (up to 50% of time a wake)
 - for approx. 10 years
- School is both a learning environment and food provision environment (in most cases)
- School has the potential to reach a large proportion of the population through a mass strategy (the “settings” approach)
- Healthy eating habits seems to track into adulthood
- Eating habits are probably easiest (and cheapest) to change early in life

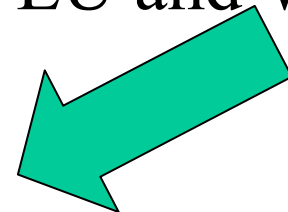
Why nutrition at school?

Contribution of food consumed at school to daily energy intake

Country	% of daily energy taken at school	Reference
AUS	37	Bell & Swinburn EJCN2004 58 258-263
AUS	38	Sanigorski et.al. EJCN2005 59 1310-16
DK	<50	Proposal for Guidelines for healthy lunch in schools institutions. www.DFVF.dk 2005

The Council of Europe

- Build on the European Human Rights Convention
- Council of Europe (COE) 45 member states
- Partial agreement in the Social and Public Health field, 20 member states
- Reports to Expert Committee on Nutrition, Food and Consumer health
- Operates a Tri Partite agreement with EU and WHO
- Ad hoc group on Nutrition at schools



Aim of Nutrition at schools

- establish and develop the school as an arena for promotion of healthier dietary habits and lifestyles of children and adolescents in Europe





Objectives of Nutrition at schools

- study the current practices of the provision of food (PF) at primary and secondary schools in Europe
- study how provision of food is linked to nutrition education (NE) within the curriculum
- study the regulatory framework for both
- develop policy measures and practical guidelines
- identify research needs

Framework for Nutrition at schools



Food
provision
(PF)

Nutrition education (NE)
within curriculum

Food provision and curriculum
as a part of a whole
healthy school

Rationale for Nutrition at schools

Issue	Outcome	Effect when
Eating at all	Cognitive ability	Immediate
Eating healthy	Health	Long term

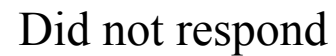


Nutrition at schools

milestones 1

- Inventory of the main topics to be researched in survey
- Developing and field testing a questionnaire
- Questionnaire based European survey carried out
- Questionnaire sent to ENHPS coordinators

Countries involved in survey



Nutrition at schools

milestones 2

- Exploratory analyses of the data
- COE/WHO forum November 2003 – 178 participants – 27 countries
- Report discussed with invited experts june 2004
- Guidelines, resolution and dissemination, summer 2005

Results





Food provision 1

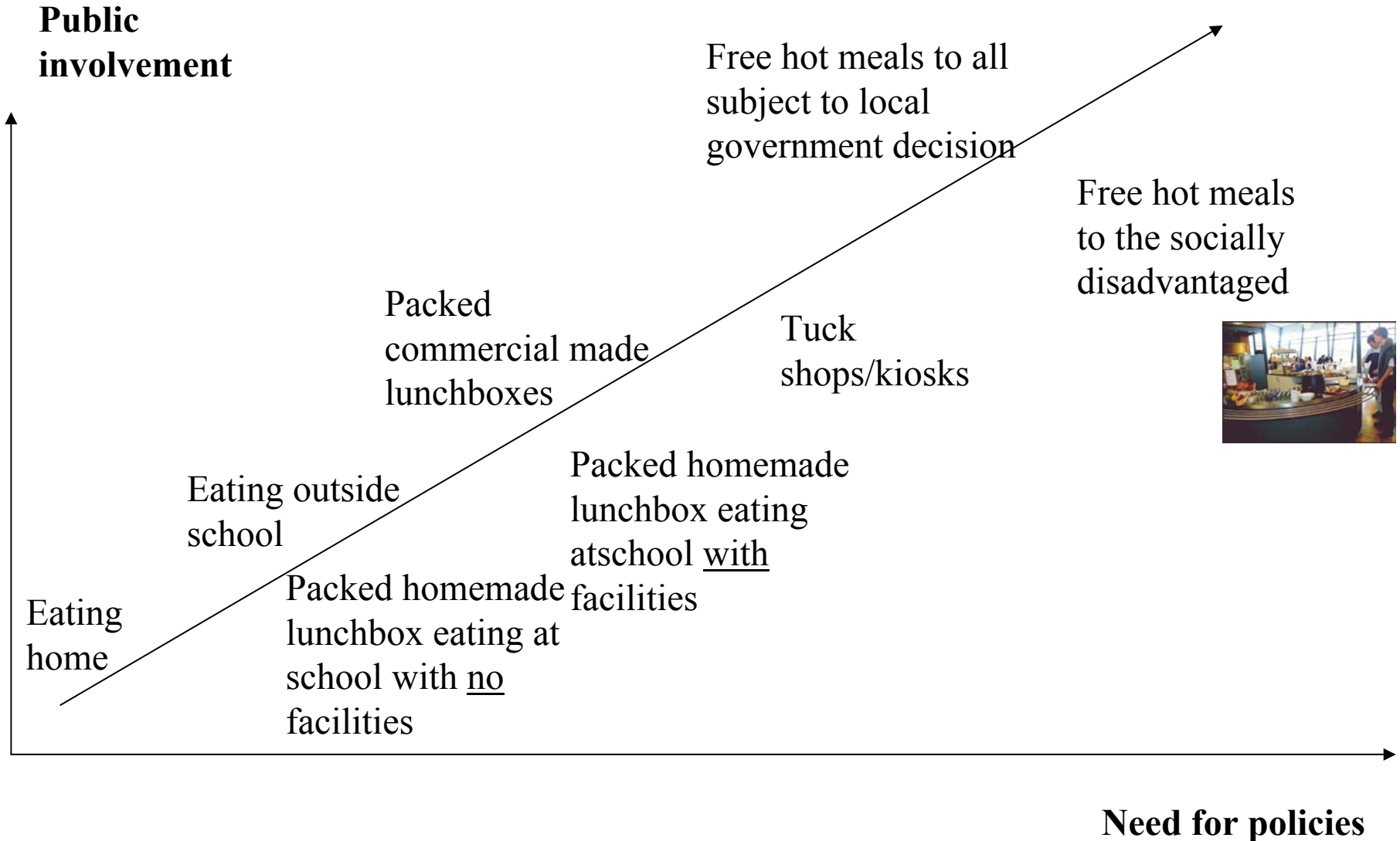
European diversity



Option	Explanation
Outside	
Eating at home	Kids go to eat at home
Eating outside school	Kids eat at a "out of school" catering outlet
Lunch box	
Home made lunch box/bag	A box brought from home with cold food, sandwiches, fruit, etc.
Public Lunch box/bag/ Oslo frøkost	A programme in which lunch bags are distributed to kids. May be subsidized.
Commercial Lunch box/bag	Business based delivery
Facility based	
Canteen with seating and serving	A facility in which normally hot food is served from a canteen at the table. Seating available. Sometimes referred to as a cafeteria
Canteen/cafeteria – selfserve	A facility in which hot or cold food and snacks are sold.
Tuck shop	A "kiosk" style outlet in which food is sold. Food can be hot or cold. No seating available.
Vending machine	An automated device in which drink and sometimes food (normally cold) can be purchased.
Special programmes	
School fruit programme	A programme in which fruit is distributed to kids. May be subsidized.
School milk programme	A programme in which milk is distributed to kids. May be subsidized.

Food provision 2

Different levels of public involvement



Food provision 3

Different national approaches (primary schools)

Free hot meals (canteen) to all

- Sweden
- Finland

Hot meals (canteen) in most cases

- Scotland
- England
- Scotland
- France
- Luxembourg
- Czech republic
- Croatia
- Moldova
- Slovenia
- Slovakia

Hot meals (canteen) in some cases, otherwise lunchboxes, tuck shops

- Netherlands
- Belgium
- Germany
- Denmark
- Italy
- Portugal
- Lithuania
- Turkey
- Poland
- Spain

Food provision primarily through tuck shops, lunch boxes, programmes or other

- Norway
- Iceland
- Denmark
- Albania
- Cyprus
- Switzerland
- Austria
- Ireland



Food provision 4

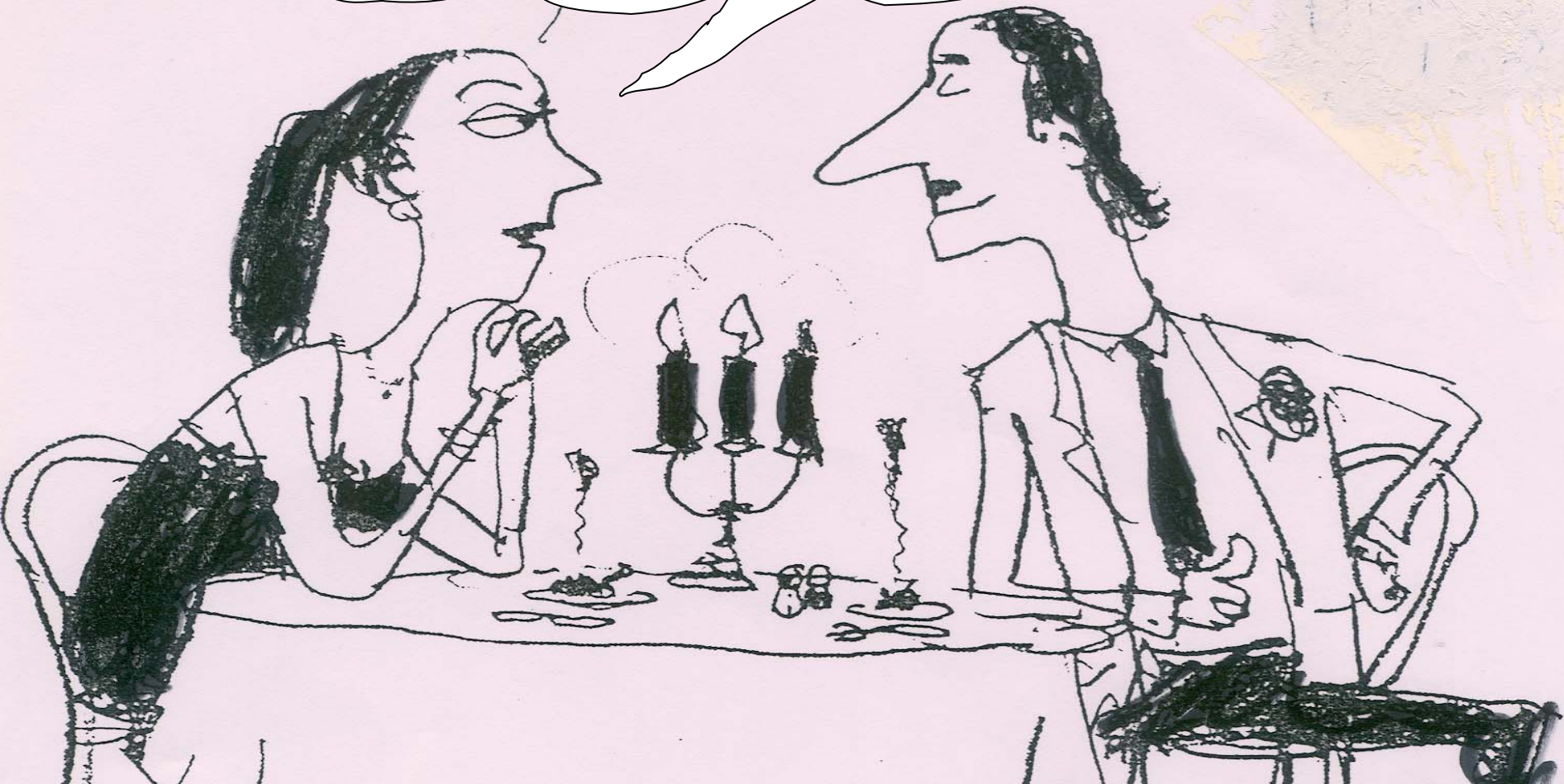
How to involve students – selected Young mind visions

- *Lunch at school should be served in one big dining room with music played.*
- *We think that students should ‘work’ as canteen helpers, and they should be educated in healthiness.*
- *Pupils should be learning about the importance of food choice as well as putting the methods into practice, hopefully encouraging pupils to take healthy eating beyond the school walls and into the world, teaching others, and most importantly bringing up their children to do the same.*

Food provision 5

eating environment counts!

What a delicious chicken!!



Food provision 6

Eating environment counts

- Standing in line is a waste of time
- Speed of service - pay smart
- Pay in advance – subscribe
- Get overview of options is difficult
- To cater for different age groups
- Design is important– from low touch to high touch
- Social lunches are popular

Healthy/unhealthy 1

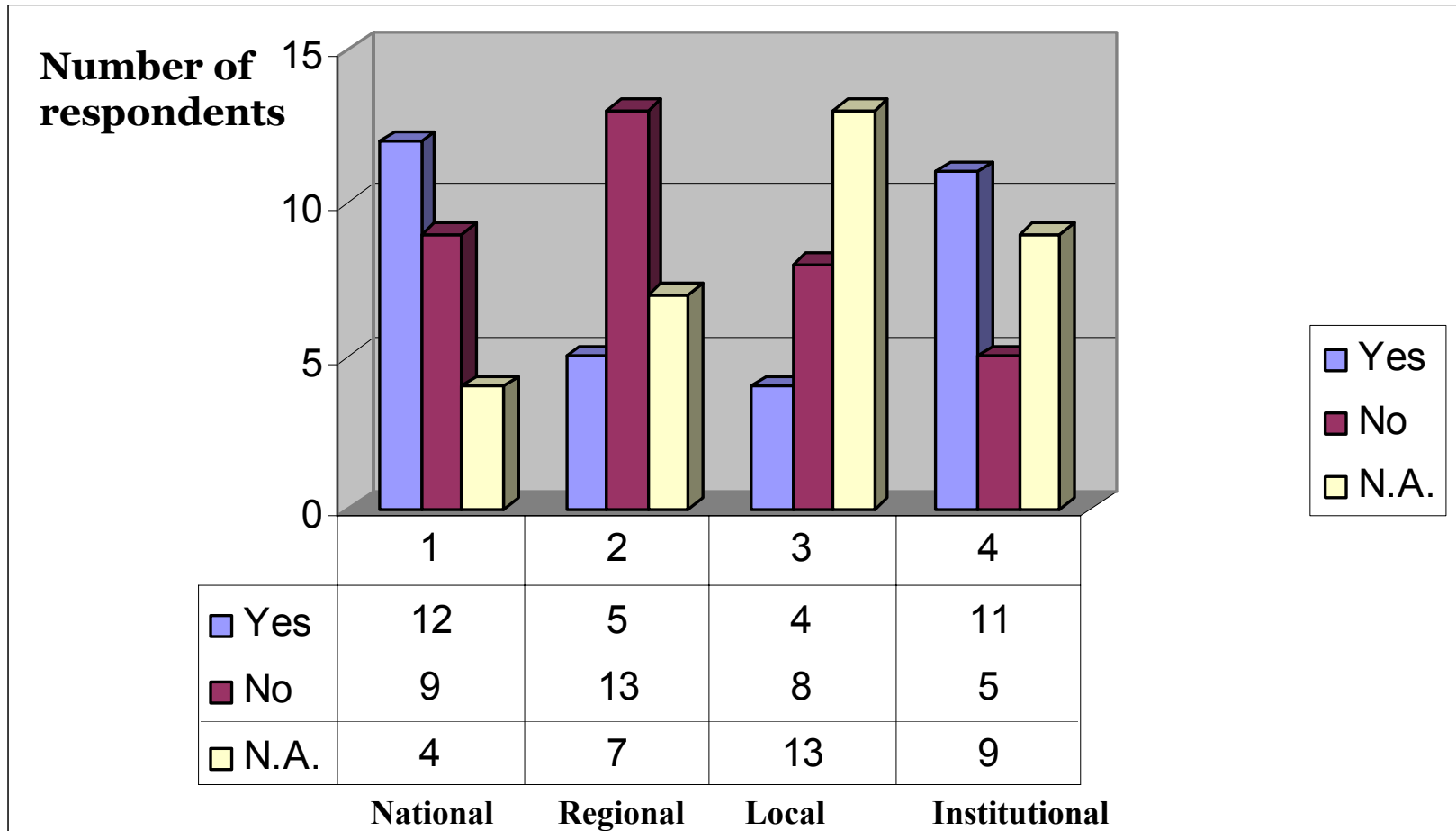
Fruit and vegetables

- 13 countries reported fruit and vegetables programmes in primary schools
 - 7 countries in < 25% of schools
 - 6 countries in >75% of schools
- 10 countries for secondary schools
 - 5 countries in < 25%
 - 4 countries in > 75%

Compared with '97 survey is this an important development

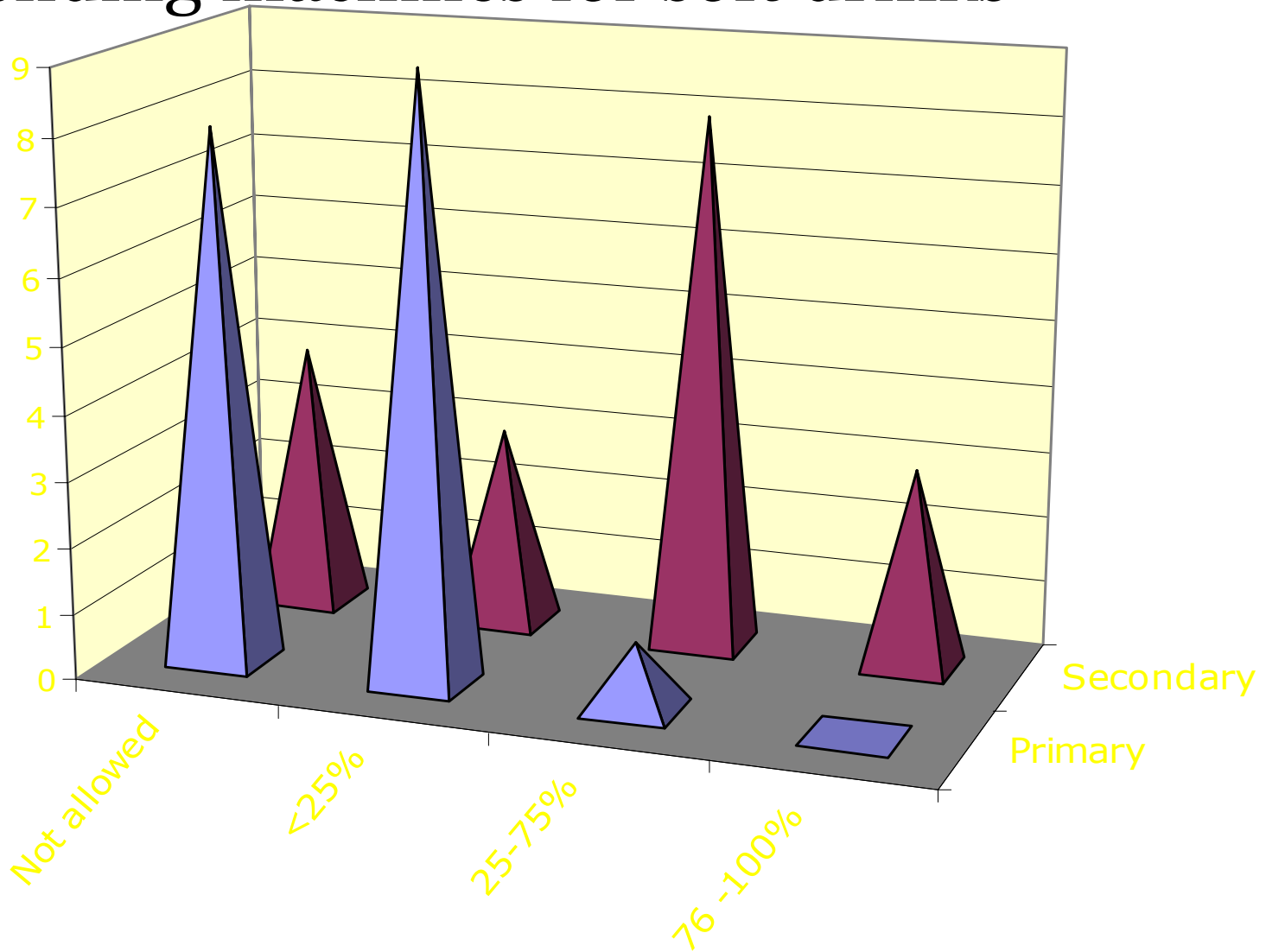
Healthy/unhealthy 2

Regulations banning certain types of food/drinks



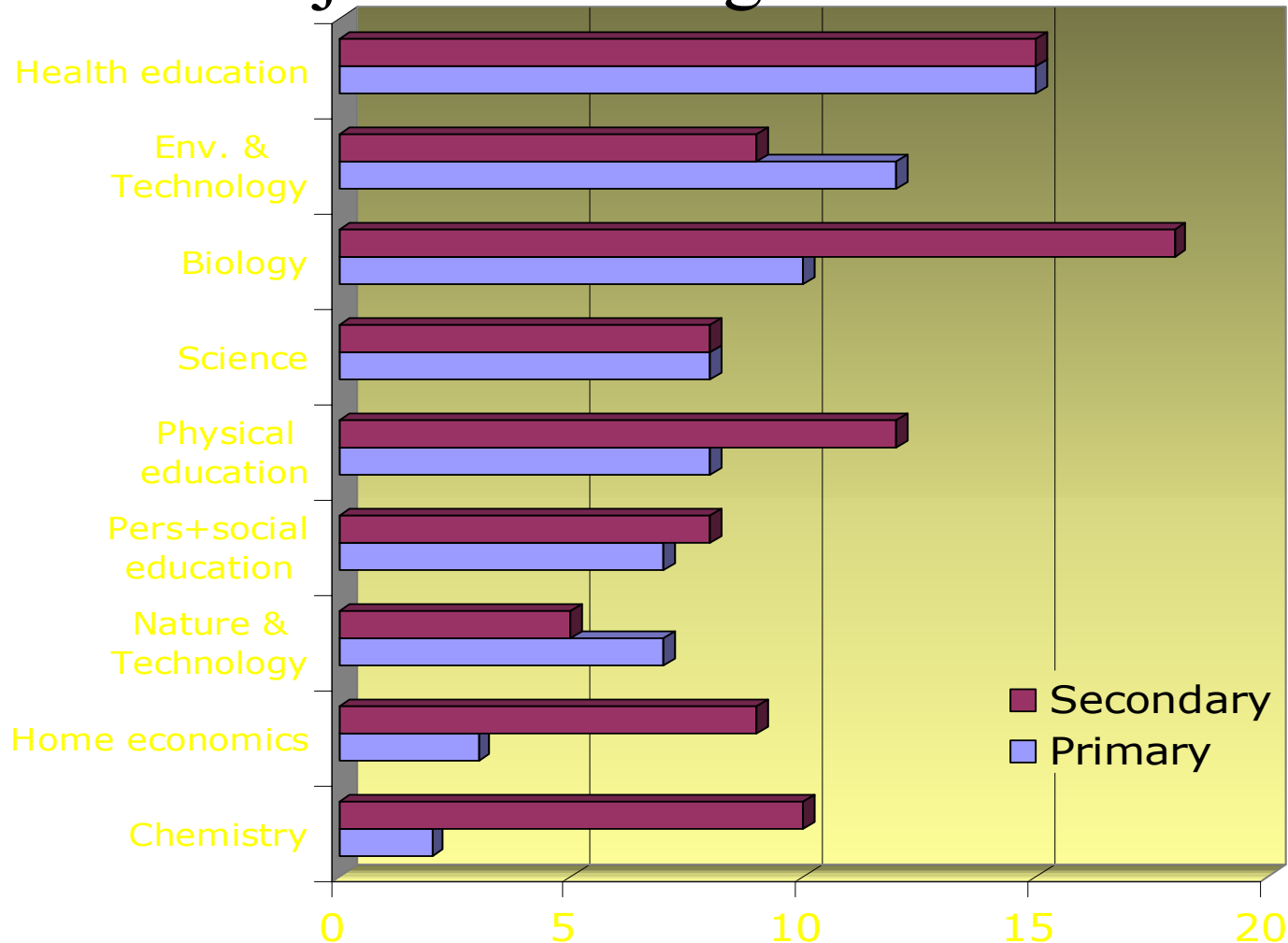
Healthy/unhealthy 3

Vending machines for soft drinks



Nutrition education 1

Subjects covering nutrition and food



Nutrition education 1

What teachers learn about nutrition

For primary school teachers

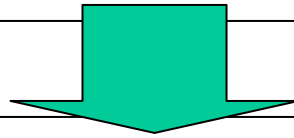
- Nutrition in *initial training* 10 countries
- Nutrition in *in-service training* 17 countries

For secondary school teachers

- Nutrition in *initial training* 10 countries
- Nutrition in *in-service training* 14 countries

School food in transition

Then: school food have been seen as a convenience or just a tradition



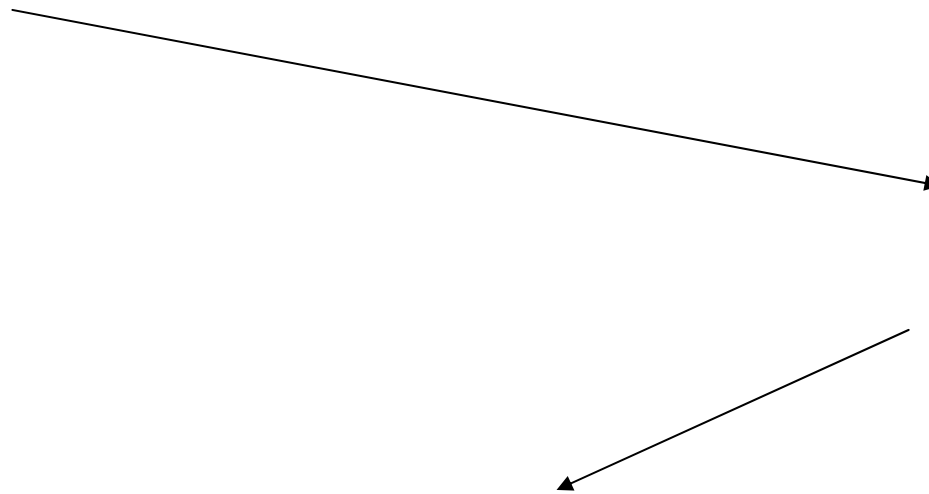
Now: an arena where food provision and nutrition education is seen as an integrated whole school approach to healthier lifestyle and thus a as part of a preventive O+O strategy

School food in transition

7 cases

**From school
food as
service
provision**

**To school
food with
more
ambitions**



1. Programmes & initiatives

2. Intervention studies & evaluations

3. Guidelines & policies

1. Food & Climate Malmö, Sweden

- Based on free meals (as usual in Sweden)
- Linking with curriculum
- Aiming at 75% organic
- Linking with climate effects of food consumption and sustainability
- Based on local school food preparation



2. Healthy & organic school food Copenhagen, Denmark

- Based on student empowerment
- Linked with class room curriculum intervention
- Introducing school meals
- Introducing organic foods
- Linking food provision with curriculum
- Based on central food production

<http://www.skolemad.kk.dk/>

3. Hungry for succes - Scotland



- **positive school/whole child ethos**
- **partnership working**
- **importance of pupil consultation**
- **eliminating stigma**
- **managing the process**
- **incentives to improve uptake of school lunches**
- **influencing choice.**

4. Feed me better - England



- The meal is the deal
- Ban the junk
- Big love to the dinner ladies
- Teach kids about food – use whole school approach
- Double the money

5. Education Nationale Fleurbaix Lavantie



- Action in canteens
- Healthy menu planning
- Hands on: visits, tours
- Curriculum: thematic courses on food groups and meals
- Involves pedagogic committee cooperation
- Monitoring by Education Nationale

6. Sustainable school food system

Rome

- Healthy eating skills of school staff
- Delivery of fresh and nutritious food
- Sees healthy eating as part of a “whole school” approach
- Include learning about production and where its food comes from



7. Schule+Essen=Note1

Case of SHS School Wiesbaden

- Part of ELV ministry initiative
- Part of development programme
- Linked to curriculum
- Linked to the "Esswerkstatt" concept
- Linked to organic supply
- Linked to fair trade and local food

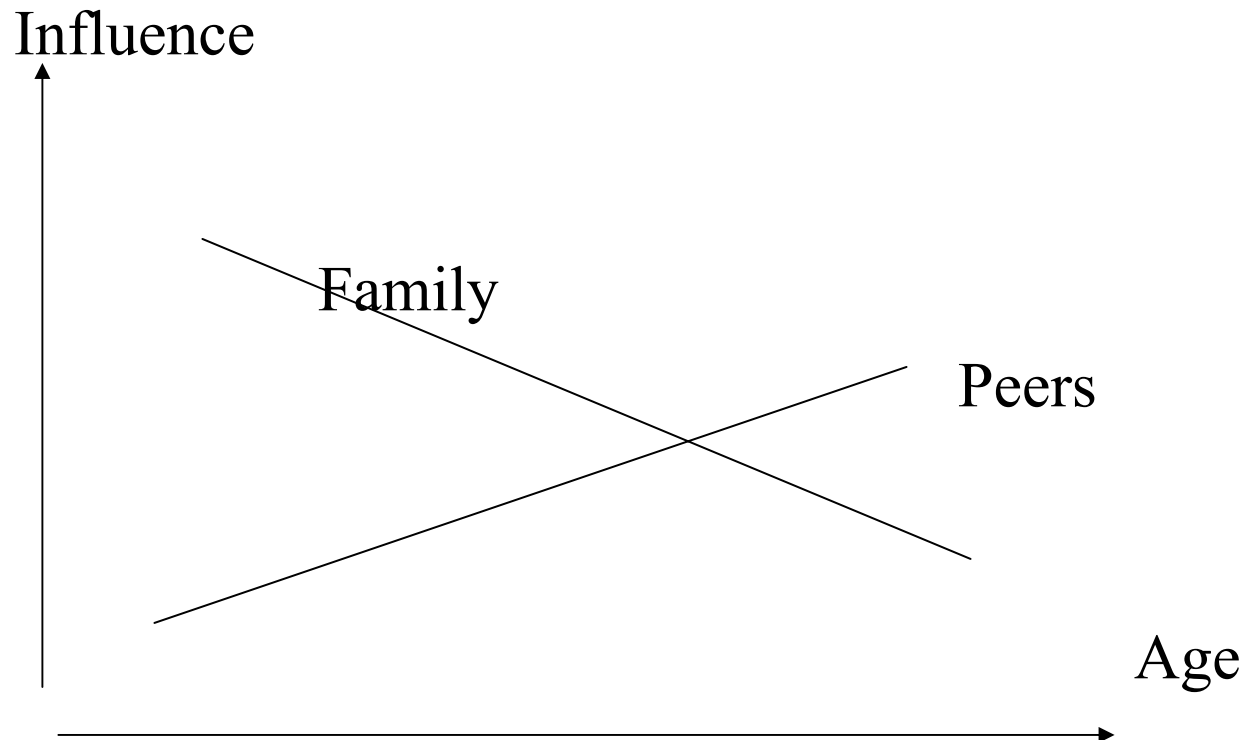
<http://www.schuleplussessen.de>

In conclusion

More intervention studies research needed

- Involve a sustainability component
- Involve the local community & local partnerships
- Involve families
- Use a whole school approach
- Address to different social groups
- Involve curriculum
- Involve a empowerment and ownership component (young minds approach)
- Involve School food policy

Necessary to address different age groups



- Paxton, Susan J - Schutz, Helena K - Wertheim, Eleanor H - Muir, Sharryn L Friendship Clique and Peer Influences on Body Image Concerns, Dietary Restraint, Extreme Weight-Loss Behaviors, and Binge Eating in Adolescent Girls, [Journal of Abnormal Psychology](#) 1999 - 108 - 2 - 255
- Dixey, Rachael - Sahota, Pinki - Atwal, Serbjit - Turner, Alex. Children talking about healthy eating: data from focus groups with 300 9-11-year-olds, [Nutrition Bulletin](#) 2001 - 26 - 1 - 71
- Story, Mary - Lytle, Leslie A - Birnbaum, Amanda S - Perry, Cheryl L Peer-Led, School-Based Nutrition Education for Young Adolescents: Feasibility and Process Evaluation of the TEENS Study, 2002 - 72 - 3 - 121
- Hursti, Ulla-Kaisa Koivisto Factors influencing children's food choice [Annals of Medicine - Supplement](#) 1999 - 31 - 1 - 26

Psychosocial characteristics in adolescence

- **Early adolescence:** respect for adult authority, discomfort with the physical changes of puberty, lack of future time perspective and "black and white" reasoning skills.
- **Middle adolescence:** recurrent challenges to family or parental authority and belief systems, reliance on peers for standards in behaviour and appearance, and increasing capacity for abstract reasoning.
- **Late adolescence:** greater reliance on internalised values, fewer challenges to adult authority, less reliance on peer standards and increased capacity to solve complex life problems.

Sturdevandt & Speer (2002).

Acknowledgements

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Stephanie Valentine

Ines Heindl

Stefka Petrova

- **Responsible for survey**

Fanny de Boer

Slide show:

- Volodoja Epremian

Read more 1

Publications

- Proceedings published
- Policy statement/package
 - Guidelines
 - Scientific review papers
 - Report at www.coe.int
 - 4 expert papers on Ideas for change

Read more 2

Resolution on Healthy eating at school

- Adopted by Council of Ministers 14th sept 2005
- Review the practices of food provision in school
- Consider the development of national guidelines and nutritional standards for the provision of food in schools
- Consider the development of facilitating measures at national and regional level

This paper was produced for a meeting organized by Health & Consumer Protection DG and represents the views of its author on the subject. These views have not been adopted or in any way approved by the Commission and should not be relied upon as a statement of the Commission's or Health & Consumer Protection DG's views. The European Commission does not guarantee the accuracy of the data included in this paper, nor does it accept responsibility for any use made thereof.